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EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I FUNDS.
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A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success involved eight hundred 3- and 4-year-olds and their parents. Meetings were held to teach parents to reinforce children's school experience and to strengthen the adults' own self-concepts. Inservice teacher workshops were also held. A language program pilot study was conducted in eight of the centers. Data were collected by means of a questionnaire filled out by preschool staff personnel, an experimental test battery administered to a sample of the preschoolers, teacher reports on parent meetings, the children's medical service records, and other test results. A significant result was that at almost all age levels, the preschool sample exceeded the norms means gains of a former pilot study group in language achievement. The results suggest that the preschool center program be continued with emphasis on a multisensory approach to curriculum and language functioning, that staff inservice workshops be continued, and that parent education meetings stress curriculum and program activities which the children were experiencing. An in-depth study to develop the best mode of presentation for special language classes should be supported. Ten tables are included. (WD)

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Detroit Public Schools

SUMMARY OF PROJECT EVALUATION (ESEA, TITLE I)

Research and Development February, 1968

Title Evaluation of the Preschool Child and Parent Education Project as Expanded Through the Use of Elementary and Secondary Education Act, Title I, Funds

Purpose To evaluate the effectiveness of 14 preschool centers in providing services to increase the readiness of preschool children for school and provide a solid foundation for future educational experiences.

Investigator Research and Development Department, Program Evaluation Section, Joan O'Toole, Evaluator

Participants 400 three and four year old children and their parents during spring 1966 to October, 1966; 400 three and four year old children and their parents during September, 1966 to June, 1967.

Period February, 1966 through June, 1967

Procedures The evaluations of the preschool experiences provided children, and of the in-service training program were based on the responses of the preschool staff personnel to a questionnaire; and on an experimental test battery which was developed and administered to a sample of the preschool children.

Base line data were collected on all phases of the project through the use of teacher reports on parent meetings, records of medical services provided to the children, and results of tests administered to the children. A language program pilot study was conducted in 8 of the preschool centers.

Analysis Content analyses were made of reports made by teachers, staff, members, and evaluator's reports and the information categorized and tabulated. Raw score gains on tests administered to a pilot study group were computed for comparison with the gains of pupils now in the project.

Findings Mean gain differences in vocabulary made by preschool pupils on test-retest analysis for both the six and twelve month periods revealed base line mean gains and norm mean gains. In general, in the 12 month period the largest mean gain in raw score were made by boys in the total preschool sample (15.2). Stratified by age, the boys at the 53-41 month age levels made greater gains (26.2) in raw score means. These gains were significant at less than .01. The girls in the 40-52 months age range achieved the largest mean difference in raw score groups (20.7) but were still -2. under the total means gain for the sample of preschool population.

In the six months vocabulary test-retest analysis, the largest raw score means gains were reported for boys in the 42-47 months age levels.

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At almost all age levels, the preschool sample, totally or stratified by age and sex, exceeded the norms more often.

Mean gain difference of vocabulary raw scores of an experimental pilot language study reveals greater gains than would be expected after attendance for six or twelve months in preschool.

Most of the teachers and assistant teachers responding to an evaluative questionnaire about in-service training workshops rated highly the value of the workshop presentation.

Parents participated in varied parent activity programs in which many new skills were taught and an opportunity for communication and an exchange of ideas was possible.

Conclusions

On the basis of the evidence of significant gains shown by preschool pupils in language achievement, and on the basis of analysis of teachers reports and evaluators comments of the parent education program, it is recommended that the preschool project be continued during the school year 1968-69.

There is some evidence indicating a need for careful interpretation of policy regarding the planning for and scheduling of parent meetings to provide more topics and activities of interest to parents as indicated by their expression of preference.

The broad scope of activity within the preschool program strongly supports a recommendation that consideration be given to the appointment of qualified persons to assist both the director and the Language Development (Curriculum) Specialist so that they can more actively supervise in the program.

EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FUNDS

Background of the Project

The Problem

Research on social class, on cognitive development, and on motivation indicate differences in school performance between the middle-class child and the culturally-deprived child. With each succeeding year in school, culturally-deprived children diverge more from the norms of the general school population.

Research in developmental studies of children supports an assumption that basic learning skills develop as a result of the child's continuous reaction with his environment. A continuity of rich environmental experiences is the vital factor influencing development during the preschool years. One of the great challenges of preschool education for the disadvantaged child is that of providing appropriate experiences that will compensate for the inadequate experiences of the past. If such compensatory experiences are to be provided, they should come at the earliest possible stages in the child's development, so that he can begin his formal schooling on a foundation more nearly equal to that of more advantaged children.

Purposes of the Preschool Child and Parent Education Project

The Preschool Child and Parent Education Project concerns itself with discovering the most effective ways of accelerating the growth of preschool children who come from economically and socially disadvantaged neighborhoods. The preschool years are a period of most rapid development and the basic foundation for future growth and school learning is acquired at this time. The program is designed to prevent the damaging effects of early deprivation and foster early development of the basic cognitive, motivational, and social skills of children. The program seeks to do these things through providing developmental experiences in preschool centers and through group work with mothers. This group work is specifically designed to improve the quality of the parent-child interaction, orient the mother toward the role of the school, help her to fill her role in reinforcing the child's school experience, assist the mother with problems of management, and aid the mother to strengthen her self-concept. More specifically, these objectives may be stated as follows:

General Objectives:

1. To provide a program of varied curricular experiences which will foster early development of the basic cognitive and social skills and of motivation necessary for success in school.

2. To aid parents in gaining the knowledge and skills needed to enable them to take a more active role in reinforcing the child's school experience.

3. To provide for parents an educational program which will continue instruction with opportunities for interaction and communication among the participants and among participants and the project staff.

Specific Objectives:

1. Preschool children will show greater rates of language gains than those gains established as base line data by a pilot group.

2. Parents of preschool children will learn skills which will enable them to become more active participants in the school experiences of their children and strengthen their own self-concepts.

3. Preschool personnel will increase their knowledge and skills through participation in in-service meetings arranged for them.

An attempt was made to meet these objectives through the establishment of ESEA funded preschool centers drawing together family, community, and professional resources which can contribute to the child's total development.

The Operation of the Project

The funding of the project through the Elementary and Secondary Act, Title I, made possible the establishment of 13 preschool centers from April through August, 1966. Another 2 centers started operation in September, 1966. The organizational pattern for these centers was identical with those of the 10 existing preschool centers which were funded under an earlier OEO grant. ESEA funding for 13 centers continued through 1966-1967.

A technical advisory group of specialists, established to set policies affecting the administration and functioning of the program, meets regularly. Staff was selected through the regular procedures of the school system. The enrollment of 3 and 4 year old children living in the neighborhoods of the center was solicited from parents meeting the income eligibility requirements and through referrals from social agencies. Each child entered into the centers was required to have standard immunizations to communicable diseases and tetanus, was given physical, vision, hearing, and dental examinations and a tuberculosis test.

The central staff of the project consisted of a project director, a language education specialist, a parent education specialist, a psychologist, and a social worker.

The staff at each center consisted of a teacher, an assistant teacher, a teacher's aide, a resource aide, a family aide, and a co-op clerk. Regular staff working meetings are held bi-monthly.

The daily program in the centers is suggested in the outline given in the Appendix, pages 20 and 21. Classes were held four days per week and the parent meeting on the fifth day.

One center was operated as an experimental variant of the basic operational pattern. This center sponsored four classes of 20 children each for three days per week. Each class was staffed by a teacher and assisted by three or four college trained volunteers who were recruited from the greater metropolitan Detroit community. Each team of volunteers served one-half day per week, so each class had a different team of volunteers each day of the week or a total of 12 during the three-day week. Under this plan, the experimental center offered approximately 25 days of class time to

60 pupils as opposed to 120 days to 40 pupils in the other centers. In addition to the classroom teachers who taught three days per week and had one day for planning, there was an additional teacher designated as float teacher who worked three days per week. Her responsibility was to coordinate the training of volunteers and staff, be responsible for reports, and conduct the parent program. The volunteer program was directed by a volunteer supervisor who recruited volunteers, organized their hours, arranged for substitutes for volunteers, and served as a clearing house for volunteers' problems. The parent program had a monthly large-group parent meeting with a variety of small group and individual activities held at other times during the month. The first three weeks of the school year were used for recruitment of children and training of volunteers.

The Preschool Program

The preschool program offers experiences to enrich the culture of children and provide solid foundations for a good start and steady progress in kindergarten and primary education. The enhanced multisensory approach (providing activities which simultaneously call upon two or more of the senses of seeing, moving, feeling, smelling, or tasting) and good language development are emphasized in the curriculum. Games and activities (using words as they play with toys, sand, water, art materials, and music) are important in developing the following areas of function:

Visual discrimination
Visual memory
Auditory discrimination
Auditory memory
Tactile discrimination
Motor coordination
Speech
Quantitative thinking

Screening evaluations of the various preschool populations indicated that approximately twenty-five percent of the children enrolled in each center were growing deficient in language functioning. The assisting teacher in each preschool was assigned to work with these pupils in two twenty-minute sessions each week. The average language group was composed of five students with an alternate list of three more. Good language practices were fostered as peers stimulated each other vocally, and there was an opportunity for an exchange of words and ideas. A pilot study of the language classes during the 1966-67 school year yielded data which is reported in the product evaluation section of this report.

Parent Education Program

Parents of participating children were invited to go on trips or to attend planned weekly meetings at the preschool center to hear resource persons present information on health, child development, nutrition, child rearing, cooking, and crafts. Discussion was encouraged as much as possible. One-a-week home visits to parents were a suggested part of the parent education program. Community excursions for parents were conducted for the purpose of increasing their understanding of the services and activities of the community.

The Evaluation Plan

The evaluation of the broad programs of the Preschool Child and Parent Education Program includes a description and accounting of services provided to the children and parents in each phase of the ECEA program during funding periods (from February, 1968 through August, 1968 and September, 1968 to June, 1971). The product evaluation of children employs a one-group design, using data on the project group to compare observed performance with expected performance based upon data from past years in the project school.

It must be understood that this project and its services are the result of planning and administrative decision provided by section (E) funding. ECEA funding extended the services to fifteen additional centers through two funding periods.

The plan for the evaluation is designed to accomplish two major aims:

1. To determine to what extent the project has been effective in bringing about the changes in the ECEA levels, social behaviors and activities of children and their parents (product evaluation).

2. To identify strengths and weaknesses in the project operations so that changes may be made to increase the project's effectiveness (process evaluation).

Product Evaluation

The product evaluation, which deals with the effectiveness of the project in meeting the stated objectives, includes appraisals of the effectiveness of weekly parent meetings and the effectiveness of teachers' and aide's workshops, and changes in children as measured by pre- and post data. Base line data on personal and process items have been assembled and evaluated.

Preschool Pilot Study

An experimental Detroit Preschool Battery of tests was developed and administered to the children in a Preschool Study sample in 1967. Data results from this sample were used as base line for comparison with those of children in the expanded ECEA, Title I program. Standards of accomplishment, as measured by pre- and post-testing of the pilot study of children were established as a basis for evaluating the effectiveness of the expanded program.

The standards thus established through the use of items of the subtests of the battery are as follows:

1. The Peabody Picture Vocabulary Scale (designed to provide an estimate of the subjects' verbal intelligence through assessing his hearing vocabulary). Comparisons of pre-test scores with those on a post-test administered about 10 months later revealed that among the 30 children tested,

   30 (67 percent) of the children showed an increase on PS

8 (5 percent) of the children showed an increase
in IQ

27 (30 percent) of the children showed a decrease
in IQ

Among the children showing an increase in IQ, the average increase was 7.0 IQ points.

72 (80 percent) of the children showed an increase
in one score

5 (6 percent) of the children showed no change
in one score

4 (5 percent) of the children showed a decrease
in one score

Among the children showing an increase in one score, the average increase was 10.5 over a 12 month period.

5. The Iowa Pre-School Test (designed to provide an estimate of the subjects' perceptual discrimination and motor coordination.) Comparisons of pre-test scores with those on a post-test administered 12 months later revealed that among the 93 children tested,

16 (18 percent) of the children showed a decrease
in the total number of errors. The average decrease
in total number of errors was 6 percent.

23 (100 percent) of the children showed a decrease
in the time required for the tests. The average
decrease in time on performance tests was 21.4
seconds.

6. Stanford Binet Response to Pictures (a verbal test designed to indicate severity of response to environmental, conceptual, and interpretative.) Comparisons of pre-test scores with those on a post-test administered 12 months later revealed that among 93 children tested,

60 (70 percent) of the children showed an increase
in one score

6 (15 percent) of the children showed no change in
one score

10 (15 percent) of the children showed a decrease
in one score

Among the children showing an increase in one score, the average increase was 1.7 one score points.

[illegible]

Associated Services

[illegible] [illegible] [illegible] [

b. Short gains occurred during the six-week test-retest period?

c. How do the gains attained by the Detroit Precision sample compare with the Peabody norm sample?

In addition, the samples were regrouped according to age groups to compare rates of gain for boys and girls at various age groups. (There will be an attempt to enlarge the sample for each of the age groups in subsequent testing.) Table 2 on the next page presents a summary of the Preliminary Test results obtained from a precision sample screening the Detroit Precision Program for a period of twelve months, 1966-67. Table 3, on page 3 presents a summary of the Preliminary Test results obtained from a precision sample screening the Detroit Precision Program for a period of six months, 1966-67.

Table I

Summary of Vocabulary Test Results Obtained from a Preschool Sample
Attending the Detroit Preschool Program for a Period of Twelve Months, 1966-1967

	N	Detroit Pretest Mean	Norm's* Mean	Detroit Posttest Mean	Norm's* Mean	Detroit Means Gain	Norm's* Means Gain
Peabody Picture Vocabulary Test							
Total Preschool Sample	39	28.1	35.6	40.8	45.9	12.7	10.3
Boys, Total Sample	21	27.6		42.8		15.2	
Girls, Total Sample	18	28.8		38.5		9.7	
Age Groups							
Boys, 33-42 months	5	27.8	29.3	44.0	42.1	16.2	12.8
Girls, 33-42 months	6						
Boys, 43-47 months	4	29.2	35.6	46.5	45.9	9.3	9.9
Girls, 43-47 months	9	25.2	35.6	35.8	45.9	10.6	
Boys, 48-53 months	12	28.5	42.3	43.0	50.2	14.5	6.8
Girls, 48-53 months	7	30.7	42.3	42.4	50.2	11.7	

*Norms for the normative group are not reported by sex.

Table [illegible]

Summary of Presidency Rank Question (Strictest Form = Greatest Danger) Attending the Catholic Greenhorn Congress for a Period of Six Months, [illegible]

	#	Advocate Continent Name	Name's Age	Advocate Continent Name	Name's Age	Advocate Spouse Child	Name's Age Spouse Child
Peabody Division Presidency Rank							
Total Greenhorn Congress	96	93.0	91.2	58.0	92.0	8.0	6.8
Asian, Total Congress	95	93.0		58.6		8.0	
Other, Total Congress	99	95.7		57.8		8.0	
Age Groups							
Asian, 50-59 section	9	85.0	35.6	39.6	98.0	13.0	6.8
Other, 50-59 section	8						
Asian, 60-69 section	10	95.0	90.0	58.0	92.0	7.8	5.0
Other, 60-69 section	10	89.6	90.0	39.0	93.0	8.0	5.0
Asian, 70-79 section	9	90.6	90.0	58.0	90.0	8.0	6.6
Other, 70-79 section	6	98.6	90.0	60.0	90.0	8.0	6.6

Source: For the cumulative group data and comparisons by race.

It can be observed in Table 1 that the same difference can occur in the twelve month period for the total precipitation, namely one inch. This represents a gain of .1 over the base line (1957) mean difference in one score of 10.4. It is also a gain +0.4 over the twenty score gain. Boys tended to gain more in one score than did girls, although boys and girls were fairly equal at the start. Boys gained 17.0 in one score period while the same gain of the girls in the sample was 3.7 points.

Of the total sample in the twelve month test-retest period the following information describes the sample:

Eighty-eight percent (88) of the children showed an increase in one score.

Seven percent (7) of the children showed a decrease in one score.

Five percent (5) of the children showed no change in one score.

Sixty percent (60) of the children showed an increase in B_1.

Ten percent (10) of the children showed no change in B_1.

Thirty percent (30) of the children showed a decrease in B_1.

Among the children showing an increase of B_1, the average increase was 10.0 IQ points.

The average scores for boys and girls were standardized according to 6 months age increments. It can be observed that boys were higher than girls in mean differences of one score at the (20-24) and 10-22 months age intervals. Between the ages of 10-22 months, the girls show a greater increase in one score than the boys.

The mean gain of the boys at the (20-24) months age level according the score means by 11.2. At the 10-22 months age level the boys were 2 points the one score means, while the girls at this age scored the same gain by .7. Both boys and girls at the (10-22 months age scored the same gain in one score. The boys experienced in 9.0 and the experience of the girls in 5.0. These gains were significant at the .01 level.

The writer observes that even though the Binet-IQ generated samples scored each of the three same gains, the experience cannot be so rated. The Binet-IQ test is a teaching test the children with delayed language experiences must be here found in the generated populations. The use of this test generates the subject with opportunities since we do the child's understanding and use of the one words which are considered to be part of the average vocabulary of the typical generated child, age 2 to 2. The focus of effort in the pursuit is to improve the language functioning of the generated child, whether this be one that the score is equal to that established by a norm group.

An inspection of Table II reveals that the one score mean gain of the total sample in the five point month-retest is 5.2. Since this gain experience showed increments of the twelve month gain of 10.4, the data must be interpreted with caution, as the average IQ data is useful in studying generalities, as regards trends in language experience of the generated groups.

The data in Table II, indicate that both boys and girls made almost identical pre-score gains in the six month test-retest period. The data indicate that the boys in age levels 48-53 months and 54-59 months have higher board scores than the girls. The girls in the 48-53 age level show a larger mean gain than do the boys of the same age level, but their board scores are lower. The differences between the pre- and post-test scores were significant at the .05 level.

Of the total sample in the six month test-retest period the following information describes the sample:

Eighty-three percent (83) of the children showed an increase in the score.

Thirteen percent (13) of the children showed a decrease in the score.

Four percent (4) of the children showed no change in the score.

Sixty-eight percent (68) of the children showed an increase of 3S.

Six percent (6) of the children showed no change in 3S.

Twenty-six percent (26) of the children showed a decrease in 3S.

Among the children showing an increase of 3S, the average increase was 17.2 3S points.

The mean IQ of the 52 children tested was about 177 at the time of the pre-test. The 17 point gain probably represents a change due to two factors:

1. The pre-test scores were so low that there would be a tendency to regress toward the mean on a retest.

2. The verbal abilities of the children were sufficiently developed so that they were better able to understand the question on the test.

The change in score probably represents, not a change in basic abilities, but a change in language sophistication which permits them to do better on the verbal portion of a test.

A comparison of the Intervit mean gains with the mean gains of the normal group reveals larger gains for the preschool sample in the six month period. Again, these figures must be interpreted with caution as the preschool sample demonstrated severe initial language delay. The test data provide evidence that the preschool program was stimulating to language development. The amount of Intervit gain both in the six and twelve month period will serve as a base for further comparisons in the 1967-68 school year.

Psycholinguistic Language Study

A pilot language study designed to evaluate a sequence of instructive language lessons (see Appendix) was given to eight preschool children. Children are included in

the Detroit Preschool Battery sample were selected for inclusion in this study. All children selected had been pre-screened and were language delayed.

The selection of children for these special classes for "language delayed" children was based on deficiencies revealed in the following screening:

a. Language and dominance (eye, hand, foot) screening test results;

b. Observational evaluations made by teachers and existing teachers;

c. Informative data provided by parent, medical histories, and psychological evaluations.

Final selection of children was determined in a joint conference attended by the teacher, the assisting teacher and the language development specialist.

The special language classes are limited to an enrollment of five children meeting twice weekly for language-oriented activity periods during which oral communication facility is developed. Auditory skills are emphasized. Two or three kindergarten aged ready to keep the group size at five, a number from experience found to be a very responsive group size.

The assisting teacher in each center was responsible for conducting language classes, and she received close, supportive guidance from the language development specialist. The lesson procedures were first discussed and demonstrated in special working sessions. The language development specialist was available for supervision, consultation, and specific assistance.

Each assisting teacher was given the opportunity to select language lessons which were appropriate to supplying the remediation indicated in the screening as well as fit into the balanced curriculum recommended for the Detroit Preschool Program. A second, small group language development lesson plan was compiled for use by the special language classes.

Table III on page 19 reveals that the mean gain for the total pilot experimental language study sample was 10.0 over a period of ten weeks. This figure exceeds the mean gain of the six month test-retest by 3.3 and represents about seventy-eight percent of the mean gain of 12.7 shown for the twelve month test-retest sample of the preschool group. This gain is being encouraging experiment. Several modifications were made for an in-depth study of the relative effects of three methods of presenting the special language program to the preschool child with delayed language development. This study is being carried out and will be reported in the evaluation report for the 1967-68 school year.

Table III

Means of Pre and Posttest Scores of Pupils in the Detroit Structural Experimental Language Pilot Program, March 13 to May 22, 1967

	N	Pretest Mean	Posttest Mean	Mean Difference	T	Significance (two-tailed t-test)
Peabody Picture Vocabulary Test						
Total Language Study Sample	76	24.4	34.4	10.0	6.85	.01
Center B	7	33.7	43.1	21.4	3.40	.01
Center T	6	25.3	40.8	15.3	6.37	.01
Center D	8	26.8	40.8	14.0	6.37	.01
Center W	10	21.2	35.3	13.3	3.22	.01
Center J	7	24.1	36.7	14.6	3.03	.01
Center G	9	18.6	33.8	15.0	5.86	.01
Center C	14	32.7	32.7	- 1.0	.00	N.S.
Center A	13	24.8	22.6	- 2.4	.33	N.S.

Parent Education Program

Under ESEA funding, 170 parent meetings were held in the first funding period between April 4, 1966, through August 12, 1966 in 13 preschool centers. Various types of meetings were planned. Demonstration of crafts, dinners, lectures, picnics, social get-together and community trips afforded parents opportunities to actively participate in the parent education program.

The extent of the activities conducted under the Parent Education Program during the first funding period of the project from April 4, 1966, through August 12, 1966 is presented in the tables on pages 11 and 12. Table IV gives information concerning events in the program: types of meetings, lecture topics, and trips taken. Table V presents data concerning attendance at meetings and parent conferences, and home visits completed for each of the thirteen ESEA centers. The data for both Table I and Table II were compiled from the records and reports of teachers in the project.

The events in the second funding period, September, 1966 through June, 1967, are reported in Tables VI through IX.

Table IV

Events in the Parent Education Program
April 4-August 12, 1966

Types of Meetings	No.	Per-cent	No. of Lectures Reporting
Demonstration of crafts	17	9	7
Dinner	2	2	1
Lecture	68	43	23
Picnic	6	4	3
Round Table	48	30	22
Social	16	10	11
Other	2	2	1
	159	100	

Lecture Topics at Meetings	No.	Per-cent
Lecture Topic		
Budgeting	4	6
Child behavior	4	6
Child development	20	33
Child health	3	5
Discussing Title	4	6
Language development of children	3	4
Legal aid	2	3
Manners	2	3
Planning future meetings	17	27
Police protection	2	3
Promotional program information	2	3
Sewing classes	2	3
Sex questions of children	2	3
Slides of foreign countries	2	3
Staff members (information on Staff services)	5	8
	123	200

Community Bridge	No.	Per-cent
Bridge taken for		
Airport	4	5
Ashwaubenon, Oneida	3	4
Bowling	3	4
Eastern Community Center and DePerere Oneida	2	3
Fort Howard Company	3	4
Fort Wilson, Oneida	4	5
Greenleaf Village	4	5
Huronlagton Park	2	3
Library and City County Building	8	11
Mall	3	4
Oneida Judy Theater	3	4
Outline Station	3	4
Resort (Wilson)	2	3
Shopko City	3	4
Walk to Oneida across Ashwaubenon Bridge and Resort	3	4
Non-Indian Date	10	13
Non-Indians	4	5
	73	100

Table V

Persons Selected Activities at Different Seasons
April to August 15, 1965

Location	Meetings Held				Persons Participating		Home Visits	
	No. of Meetings	Average Attend. Each Meet.	Average Enroll. Begin	Enroll Attend. to Aver. Enroll.	Number Completed	Percent of Persons Interviewed	Visits Completed	Percent of Homes Visited
A	5	6.0	10	.57	23	100	25	100
B	13	12.0	13.0	.60	23	78	43	100
C	14	7.0	14	.50	27	100	35	100
D	13	7.0	21.4	.36	0	0	50	100
E	10	12.0	13.7	.62	23	96	25	100
F	10	9.4	13.0	.67	0	0	0	0
G	10	20.0	20.0	.72	40	100	40	100
H	15	10.0	14.0	.73	0	0	27	100
I	20	7.0	15	.45	2	33	3	35
J	6	8.0	10	.77	3	0	0	0
K	15	6.4	15.0	.70	32	100	64	100
L	14	9.0	13.7	.57	0	0	0	0
M	9	9.0	15	.56	0	0	10	63
Total	151.0	118	187.2	.57	198.2	63	31	100
Average	10.8				14.2		100	

The data presented in Table 7 regarding the first funding period, April to August 1969, do not show an unsatisfactory count of the numbers of individual workers attending meetings. For example, for Center B, the average attendance at 15 meetings was 7; the total attendance was therefore about 98. This would seem that the mean 7 parents attended all meetings or that each of 15 parents attended 7 meetings. The probability is that a few parents attended all meetings and some parents attended anywhere from 0 to 15 meetings.

This study does not attempt to answer the question as to whether it is more desirable to have extensive participation by a few workers or less extensive participation by all workers.

The same caution must be applied to the interpretation of data regarding parent conferences. It is possible, but not probable, that 13 conferences were held with one worker at Center B, and that no conferences were held with each of 14 workers; it is more probable that 6 conferences were held with each of 14 workers and one with the twelfth. The conclusions that can be drawn from the data are that no parent conferences were held with at least 1/3 of the workers, and that one or more conferences were held with about 2/3.

Similarly, it may be noted that no home visits were made to at least 3/5 of the parents and that one or more home visits were made to about 2/3 homes.

It may be noted that some teachers, notably C and D, while having held no parent conferences, made extensive home visits; while others, B, E, I, and G--whose them parent segments had been placed on both home visits and conferences. There was some direct correspondence among the numbers of parent meetings held, the percent of attendance at the meetings, the numbers of parent conferences held, or the number of home visits made. The four workers with the lowest meeting attendance percentages were among the lowest five in parent conference participation. Neither the low participation of conferences are due to a lack of attendance at meetings, or lack of attendance at meetings is due to the lack of conferences is not shown or implied in the data.

Also, with a few exceptions, the workers having the most meetings for parents are those holding the most parent conferences and making the most home visits.

The data presented in Table 10 show that 122 parent education meetings were held and 12 hours were taken in the first phase of ESEA funding. The data, however, does not show the different types of emphasis or content at the meetings of each of the workers. Analysis of the reports from each worker reveals more information on the subject.

Individual workers utilized from two to twenty-five percent of all parent meeting time for each activity. While this report does not list the detailed description of each such activity, the general themes of different meetings are reported below.

> One worker sponsored one meeting Peacetutoring budget problems and two meetings Peacetutoring debates, growing, and sessions presented by the director of a local state school.
>
> Six workers held meetings working on crafts to make materials used in encouraging children's spoken language in school and at home.

[illegible]

[illegible]

[illegible]

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Individual centers allotted varying amounts of parent meeting time to specific types of parent meetings or activities. The range of the percentages of time devoted to different activities at individual centers is shown below:

> Five to thirty-eight percent of parent meeting time was assigned to demonstration of crafts and procedural activities.
>
> Two to seven percent of parent meeting time was assigned to sponsoring dinners or meal functions.
>
> Fourteen to thirty-five percent of scheduled parent meeting time was comprised of lectures by project personnel and outside experts on topics of interest and concern to parents.
>
> Three to four percent of parent meeting time was scheduled for picnics with parents and children.
>
> Nine to thirty-seven percent of parent meeting time was used to take community trips.
>
> One to nineteen percent of scheduled meeting time was devoted to activities of a purely social type.
>
> Three to forty-four percent of parent meeting time was given to other activities--organizing for and planning parent meetings with parents.

One hundred and fifty-one community trips were taken by parents alone or with their children. These trips were undoubtably interesting and could hopefully stimulate mothers to take their children for return visits especially to the parks, zoo, library, and museums. Still, the question must be asked when reading descriptions of some of these community trips, especially those featuring trips to the city's largest department store and to five and dime stores: Thirteen percent of all trips taken were in this category. Is it possible that the mothers had never had an opportunity to visit these stores before their association with this project? In future planning, could some other event be planned that would be a rich, educational as well as social experience? In a community of this size, there are many possibilities that were not tapped. Parents who took a trip to a local college considered this a most successful venture. This was a exceptionally new, educational, and inspirational experience for parents who had no idea of what a college even looked like. They were graciously received and given a welcoming tour and introduction to the activity of a college. Many came away with a new realization they could certainly want their children to attend college--and they as parents were going to do their best to keep them in school. Only two percent of all trips were of this type. Many more horizons could have been expanded. The numbers of trips and events, and attendance at meetings are shown in summary form in Tables VII through IX.

A close look at Table VII, p. 23, reveals wide patterns of variance among centers in the number of meetings held (range 23-70%), in percentage of attendance attending (range 32-64%) and in the variety and kinds of meetings held and reported by individual centers. This observation was similarly noted in the report of the Parent Education Program for the first funding period. (see p. 24)

The variables's characteristics at one of the census centers are that they generate more activity for persons in their participation. It appears to this variable that many more persons only because they are involved a time will be a more complex the data appearance. It may appreciate to look the persons this which the kinds of marriage education for this. In this way, a questionnaire may persons marriage to a media scientist of persons or more generation centers.

Table XII

Recent Divorces Activity Reported by the Census Regions, 1960 - 1965, [illegible]

[illegible]	Number of Marriage	Average Attendance Each Meeting	Average Enrollment Each	Each Average Attendance to Average Enrollment
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table XXX

Awards by the Second Discretion Program
September, 1966 - June, 1967

Types of Services	No.	Man-years	No. of Persons Receiving
Communication of ideas	149	42	50
Travel to and	17	6	7
Services	132	36	43
Study	6	2	2
Community Organ	125	42	50
Social	42	8	50
Study, Art, Other, and Special Educ. Help	119	36	50
	590	176	

Awards Region of Service	No.	Man-years
Eastern State		
Bridgeville	12	3
Civil Service	11	3
Civil Development	3	1
Civil Health	10	3
Community Services	5	1
Community Org	10	3
Economic Development of Children	10	10
Food Economic	3	1
Legal Aid	2	1
Regional Economics	10	10
Rehabilitation Services	3	1
Research Program Information Aid	10	3
Scientific Information	3	1
Social Change	3	1
Tax Education	3	1
Work Services	3	1
Other	3	1
	119	36

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]		
[illegible]		
[illegible]		

Research Questionnaire:

Dear Investor, Kindly take your valuable time to fill up this questionnaire. Your opinion will be kept confidential and will be used only for academic purpose. Please tick mark (✓) the appropriate answer.

Name (optional): _____

Age: (a) 20-30 years (b) 31-40 years (c) 41-50 years (d) 51-60 years (e) Above 60 years

Gender: (a) Male (b) Female

Occupation: (a) Salaried (b) Business (c) Professional (d) Retired (e) Others

Annual Income: (a) Below ₹2,50,000 (b) ₹2,50,001 – ₹5,00,000 (c) ₹5,00,001 – ₹10,00,000 (d) Above ₹10,00,000

Investment Experience: (a) Less than 1 year (b) 1–3 years (c) 3–5 years (d) More than 5 years

Which of the following investment options do you prefer? (Rank 1 to 5, where 1 = most preferred)

- Bank Fixed Deposits
- Mutual Funds
- Stock Market (Equity)
- Gold / Silver
- Real Estate

Which factor influences your investment decision the most? (Rank 1 to 5, where 1 = most influential)

- Safety of principal
- Expected returns
- Liquidity
- Tax benefits
- Advice from family / friends

How often do you review your investment portfolio?

(a) Daily (b) Weekly (c) Monthly (d) Quarterly (e) Annually (f) Never

Which source of information do you rely on most for investment decisions?

(a) Newspapers (b) Television (c) Internet / Social Media (d) Financial Advisors (e) Friends & Family (f) Others

Do you plan to increase your investment in the next financial year?

(a) Yes, significantly (b) Yes, slightly (c) No, I will maintain the same (d) No, I will reduce it

Please generate (1) or (2) or (3) or (4) or (5) or (6) or (7) or (8) or (9) or (10) or (11) or (12) or (13) or (14) or (15) or (16) or (17) or (18) or (19) or (20) or (21) or (22) or (23) or (24) or (25) or (26) or (27) or (28) or (29) or (30) or (31) or (32) or (33) or (34) or (35) or (36) or (37) or (38) or (39) or (40) or (41) or (42) or (43) or (44) or (45) or (46) or (47) or (48) or (49) or (50) or (51) or (52) or (53) or (54) or (55) or (56) or (57) or (58) or (59) or (60) or (61) or (62) or (63) or (64) or (65) or (66) or (67) or (68) or (69) or (70) or (71) or (72) or (73) or (74) or (75) or (76) or (77) or (78) or (79) or (80) or (81) or (82) or (83) or (84) or (85) or (86) or (87) or (88) or (89) or (90) or (91) or (92) or (93) or (94) or (95) or (96) or (97) or (98) or (99) or (100) or (101) or (102) or (103) or (104) or (105) or (106) or (107) or (108) or (109) or (110) or (111) or (112) or (113) or (114) or (115) or (116) or (117) or (118) or (119) or (120) or (121) or 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	Response
I believe implementing this educational program will help children	1
Have had some children experience	2
Have even one friend	3

Some of the 178 respondents responded negatively to the question, "Does things mentioned/I give like about the pattern education seemingly?" Reasons under this question included:

- "It is a good program but I hope some achieve would come."
- "We have good teachers and the children love them."
- "I am sorry that this is my last year in this program."
- "Good as is."
- "I think it is a wonderful program."
- "This program proven that someone cares for the poor. One that is needs everyone who teacher the Preschool Harvest Education Project."
- "I was a initiative Fathers because of these programs."
- "This program is very helpful."
- "I was a initiative Fathers because of these programs. One that is my child to Schools and their other school programs helped me in my life."

Recommendations:

Following suggestions recommendations are given based on the findings of this study:

Further research (1) on the implementation of the program should be conducted

Research (2) on the implementation of the programs should be conducted

Research (3) on the implementation of the should be conducted

Other (4) on the implementation of the should be conducted

[illegible] [illegible] [illegible] [illegible] [illegible]:

a) [illegible] [illegible] [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] [illegible];

b) [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

Table 9

[illegible] of a Sample of Settlements
1964 = 1967

Settlement Rights	Participants	No.	Percentage of Settlements by Duration of Negotiations: Under 1 Year No.	%	1 Year and Under 2 Years No.	%	2 Years and Under 3 Years No.	%	3 Years and Over No.	%
a) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]								
c) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]				
d) [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
	[illegible]	[illegible]			[illegible]	[illegible]			[illegible]	[illegible]

[illegible]

a) [illegible]

b) [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

APPENDIX B

The following suggested schedule is taken from Block Plays in Classroom Experiences for Preschool Children (Detroit Public School Publication [illegible], pp. 5-8).

DAILY PROGRAM OUTLINE

Time Schedule		Activity
Morning	Afternoon	
8:30 - 9:45	12:30 - 1:45	1. Greeting and individual recognition of children as they arrive (in addition, experiences invite preschool group to "stretch" muscles and engage in a total body activity and conversation period).
		2. Directional instruction activities which allow for spontaneous behavior and wide choice of activity participation in part of individual children (Suggested indoor devices of work or music center organization; sensory experiences in housekeeping center; large muscle development activities or climbing gym or outdoor boards.)
		(a) Outdoor free play or gymnasium free play or games
		(b) Supplementary enlightenment helping visits to other places of the school building.
9:45 - 10:00	1:45 - 2:00	Preparation for snack period (a) Discussion of previous activity (encourage children to assist in putting away materials) (b) Handwashing, toileting (c) Participation of children in table preparation for snack at center tables
10:00 - 10:30	2:00 - 2:30	Snack time, handwashing Appropriate language experiences (informal conversation, etc.) Dismissal experiences

[illegible]

[illegible]

[illegible]

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3. [illegible]
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5. [illegible]

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3. [illegible]

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Kinesthetic-Sensory Language Experience Lesson Plan
(Continued)

child from withdrawing object. As child feels object, adult asks, "Does it feel hard or soft?" "What do you think it is?" (Keep discussion brief so other children won't have to wait too long for their turn.) Encourage verbalization on part of child as he feels object.

After all of the children have had a turn feeling and guessing, take object out of bag and show it to the children. Pass the object around the group so that each child may feel as he looks at object. As the object circulates, adult may repeat, "This (object name) is hard (or soft)." After object has circulated, place object back in paper bag.

Repeat procedure until all four "feeling" bags have been explored.

At this point, remove objects from the paper bags and place them on the table. Ask the children to leave their seats and stand near the table. This will allow for a change in body posture and may facilitate attention span. Let children pass objects around and feel and look at each once more.

Then give each child a turn to hold:

1. one hard object in each hand, simultaneously
2. one soft object in each hand, simultaneously
3. one hard object in each hand and one soft object in each hand, simultaneously.

Evaluative Considerations

Which children are most verbal? Express values most freely during guessing period?

Which children are very silent, do not wish to explore?

Is there confusion between the concepts hard and soft?

Is it difficult for certain children to take turns?

Did children request guesses of other children or did independent thinking take place?

Did adult articulate vocabulary labels distinctly, especially the ending phonetic sounds? Did children's responses to adult verbal patterning give an indication of this?

Contributed by Mrs. Evelyn Hall,
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Edited by Burton Bellamee

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